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Paper Abstract

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Abstract

The percentage of Latino English Language Learners (ELLs) has been increasing dramatically during the past ten years. Within the US public school systems, ELLs represent the fastest growing student population (Cawthon, 2010). Unfortunately, these students struggle to master academic content since they attend mostly segregated, under-resourced urban schools that have high concentrations of poverty (Gutierrez & Jaramillo, 2006) and tend to have a disproportionally high number of teachers who lack the qualifications they need for quality instruction. (Uriarte, Tung, Lavan & Diez, 2010). This article will illustrate and identify ways in which schools can foster academic resilience among this suffering, high-risk student population. It will also provide an extensive definition of academic resilience and illuminate on a variety of recent and past research on academic resilience in the context of the ELL population. The article will ultimately argue that schools can make drastic changes within the social, psychological, and academic well being of their ELL population by identifying and creating a school climate that includes resiliency protective factors that can be used against the wide range of risk factors these students face.

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